Perception of University Teachers towards Academic Performance Index

Abstract

This paper reports the perception of the university teachers of different universities from different states regarding API. As per UGC regulations 2010 on minimum qualifications for appointment of teachers and other academic staff in universities and colleges it is mandatory for all universities and colleges to prepare Performance Based Appraisal in the prescribed format for applying to any teaching post or career advancement.

This paper has tried to know the perceptions of stack holders regarding API (2010). In the present study university teachers of three states were included as a sample of the study. To know opinions of university teachers a questioner was prepared. There were 15 sentences regarding different aspects of API in higher education system. Data were analyzed with chi square, a statistical technique. Result of the present study shows that though API was introduced for quality improvement but the effect of API is something different. Due to API malpractices and other misconducts increased, quality of research and publication decrease. Teachers become more active due to API.

Key words: Academic Performance Index, Performance Based Appraisal, UGC regulation 2010

Perception of University Teachers towards Academic Performance Index

The UGC introduced the API scoring system for appointment of teachers in institutions of higher education. API stands for Academic Performance Indicator, is based on self appraisal. It give chance to figure out teacher's weakness and strengths. It allows one to insight towards our self. From 2010 it is mandatory requirement of minimum API score for appointment of Associate Professor and Professor in direct recruitment and in career advancement scheme too. UGC has done away with a mandatory and solely requirement of minimum API score for selection and promotion of University teachers. This decision affects college teachers in many aspects. It was started with the aims of to increase the quality of teachers, expansion of research activities, publication and extension services. At all the purpose of API is to boost teachers' knowledge and competency time to time and to make them competent teacher. But the real effect of API on whole system of higher education is quite different from the aim of introducing API. The news articles and social media give another picture of effect of API. Accordingly article on University NEWS World, the decision has been welcomed by university teachers but also criticized by several academicians. On the recommendation and application of university teachers it was decided in 48th meeting of UGC to accept the recommendation made by revisit committee. Revisit committee was formed to reassess norms with regard to teachers' appointments and promotions framed in the UGC regulations of 2010. AT 49th meeting of UGC, the recommendation made by the committee has been accepted. The committee made some changes in the earlier API but many other things are same as it was.

What are the opinions of the stakeholders of grassroots levels are also as important factor as opinions of senior academicians and policy makers. To know the opinion of the University teachers, investigator has tried to conduct survey of the opinion of the university teachers regarding current API system.

Review of Related Literature

API is based on self appraisal format. Some past researches were done on self appraisal format. The review of the researches is given in this part of the paper. Michelle Roccia was stated that "The self-assessment is an essential part of performance evaluation because it's an opportunity for you to assess your own achievements. You own the performance appraisal. You should look across the past year and tell your manager what you've done and areas you'd like to focus on."

Ramaswamy & Chaubey, D.S. conducted research on Self Performance Appraisal and its Effectiveness in Performance Management in 2014 concluded that:

Self performance appraisal
Makes employees Respectfulness toward organization and society,
Helps to improve your quality of work,
Helps to identify your negative points

Contributes for growth & development opportunity and it is concluded that mean of different outcomes of self performance appraisal does not differs significantly across the level of experience of the employees

The other research indicates that Self appraisal bust up employees to estimate their own capabilities and performance. It helps the leader to understand their performance. John Reed. (2013).

Self evaluation focused on job as well as on long term career plan of the person. Self-assessment can help their manager better insight into the employee's performance as well as their perceptions about their performance. "It's an opportunity for you to reflect on how you're doing in your career, not just your job," Myers. Vol. - 5 No. - 1& 2, Jan & June-2014 63 says Myers (1980). The theoretical review of the research of Campbell and Cynthia Lee indicates that self appraisal helps person to improve their performance.

Research of Yehuda Baruch, (1996) sketched the possibilities for the use of self-appraisal as a valuable source of information and as a feedback tool.

The above stated studies are states about effect of self appraisal and benefits of self appraisal. This paper give the picture of perception of employees towards Academic performance index. Above studies focuses on the results of management while this study clears the picture of Educational institutes about API in Indian context.

All above studies indicates that Self evaluation is beneficial for both employees and management. What is the perception of the employees is also the important matter. This paper focus on the views of stack holders.

Methods

In the present study survey has been conducted on the opinion of the university teachers towards API. For the collection of the data questioner was constructed. Data was collected from university teachers of three states. Participants were selected by purposive sample technique. Data was analyzed as per objective of the study. For analysis of the data chi square test was used.

Objectives

The objective of the present study was as follow

1. To know the opinion of the university teachers toward API

2. To study the opinion of the university teachers towards API in relation to certain variables like type of institute, Gender, State.

No.	Short description of the statements	Frequency			Chi Square
		Agree	Neutral	Disagree	
1	Quality of research is decreased	20	7	13	6.35
2	Due to API teachers become more active	33	3	4	43.55
3	Number of research journals increased	35	4	1	53.15
4	Malpractices in publication are increased	25	12	3	18.35
5	University teachers give more attendance on social activities	9	9	22	8.45
6	More teachers are participating in university assessment process	31	2	7	36.05
7	Due to API students get more guidance from their teachers	11	8	21	6.95
8	Number of national and international seminar increased	34	4	2	48.2
9	Different people make different interpretation of API	26	9	5	18.65
10	Due to different interpretations of API proper candidate may not be selected for job at university	15	14	11	0.65
11	Quality of classroom teaching decreased	10	10	20	5
12	Due to API inter institutional relationship is increased that's why we can't get proper experts.	9	13	18	3.05
13	The quality of teacher training program is decreased	7	10	23	10.85
14	API affects professional satisfaction of the teachers	23	10	7	10.85
15	Teachers are implementing new techniques in their classroom teaching.	24	5	11	14.15

Participants

The main objective of the present study was to conduct survey about opinion of the university teacher towards API. For collection of data investigator has used purposive sample technique. Teacher of academic staff college, Rajkot was the population of the present study. As a sample, teachers of academic staff college, Rajkot, participated in the orientation program 102 and 103 were selected. There were 60 teachers of different universities and different colleges from three state Gujarat, Maharashtra and Uttar

Pradesh in the sample. But only 40 have given their opinions. So at last there were 40 participants in the sample.

Measures

For the collection of the data a questioner has been constructed by investigator. For the items of the tool, statements have been collected from different participant of Gujarat and Maharashtra (Dr. Jayna Joshi from Gujarat and Mr. Prashant from Maharashtra). There were 15 statements in the tool. It was three points scale. Participants have to give their opinions on three point scale. If they are agree than they have to write 1 if they don't have any opinion than 2 and if they are disagree with the statement then they have to write 3. There was also provision in the tool for write down name of their University, Gender, types of college and state from which they belongs.

Data Analysis

To know the opinion of the teachers data has been collected and analyzed. For the analysis of the data, non parametric test: chi square test has been used. Data has been analyzed on computer with MS Excel program.

Results

The following table shows results of Chi Square.

The table value of the chi square for df 1 is 5.991 for 0.05 level of significant and 9.21 for the 0.01 level of significant. Above table shows that value of chi square of sentence 1 to 9 and 13 to 15 are greater than the table value of the chi square as shown above. The value of the chi square of the statements 1 to 9 and 13 to 15 are significant. From the frequency of statement 1 to 4 we can say from the table that teachers were agreed to the statement 1 to 4. For the statement no 5 and 7 teachers were disagreed. Towards the statement no 6, 8 and 9 teachers were agreed. To the statement no 13 teachers were disagreed. And to the statement no 14 and 15 teachers were agreed.

The value of chi square for statement no 10, 11 and 12 was not significant. So there was not any specific opinion of the teachers towards these 3 statements.

There was not any change in the results regarding variables like gender, type of institute and state.

Conclusion and Discussion

From the above results we can conclude that teachers says that due to API the quality of research decreased and now there are many journals in the market and most of the article of the journal promotes malpractices.

The other part is that, due to API some teachers are active now. Based on the teacher's self-assessment, API scores of category II are proposed for co curricular and extension activities; and Professional development related contributions. Item 5 was about extension activity. Results of present study show that teachers' involvements in extension activities are not increased.

It was concluded that the numbers of International and National seminar is increased as there are points in API for participation in national and international seminar.

Results shows that teachers now interested in university examination related work may be because in category II there is point in API for examination duty.

From the result the thing is derived that students don't get much more benefit from their teacher because of API. As API focuses more on the activities which are related to publication and research, student can't get direct benefit from the activities.

The result also says that interpretation of the points on API is subjective matter. There was another observation is that the quality of teacher training program had not affected by API.

As per result of the present study the changes are notified in person's professional satisfaction due to API. Now in days everyone is running for API. There are many difficulties and obstacles faculties have to face due to the time taking process of API, i.e. publication and research require lots of time. Permission from the institute and HoD for attending seminar and workshop is also difficult process. All these above said issues effect faculties' job satisfaction.

It is also observed that due to API teachers are using new techniques for teaching now.

Above are the opinions of the teachers regarding API. From the result we may say that though it was designed for quality improvement but now the picture is somewhat different. Due to API there is a room for favoritism, malpractices, several unfair and many other corruptions. The soul of the education system i.e. student left behind due to API. Policy maker and other experts have to think over it.

References

I.   Campbell, D. J. & Cynthia Lee (1988). Self-Appraisal in Performance Evaluation: Development Versus Evaluation Retrieved on Nov. 2016 from http://amr.aom.org/ content /13/2/302. abstract

II.   John Reed. (2013).10 Tips for Making Self-Evaluations Meaningful Retrieved from http://www.cio.com/article/2386859/careers-staffing/careers-staffing-10-tips-for-making-self-evaluations-meaningful.html

III. Myers.(1980). SELF-APPRAISAL OF JOB PERFORMANCE Retrieved on Dec. 2016 from http://onlinelibrary.wiley.com/doi/10.1111/j.1744-6570.1980.tb02351.x/ abstract

IV.   Ramaswamy, Chaubey, D.S. . (2014). Self Performance Appraisal and its Effectiveness in Performance Management: An Empirical Study in Saudi Arabia Retrieved on Dec 2016 from : http://www.inflibnet.ac.in/ojs/index.php/MC/article /viewFile/ 3168/ 2452

V.   Yehuda Baruch, (1996), Self Performance Appraisal vs Direct-Manager Appraisal: A Case of Congruence, Journal of Managerial Psychology, Vol. 11, 6, pp.50 – 65

****

Dr. Minalba B. Jadeja
Assistant Professor
Center of Education
Children's University
Gandhinagar